

Arden Primary School

Behaviour Policy

Good relationships need to be at the heart of everything a school does if effective teaching and learning are to take place. Our challenge is to address conflicts and harmful situations in a way that, at the very least, does not harm relationships, and at best builds and repairs them.

ARDEN PRIMARY SCHOOL - TOGETHER WE CARE

Achieving, enjoying and celebrating success
Respectful to ourselves, others and the environment
Developing as creative thinkers and reflective learners
Ensuring everyone is safe, secure and valued
Nurturing a lifelong enthusiasm for learning

At Arden Primary School, we are committed to ensuring equality of education and opportunity for all irrespective of race, gender, ability, religion, socio-economic factors and disability. The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching and learning. We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential. We seek to eliminate unlawful discrimination. At Arden we believe that diversity and inclusion are strengths, which should be respected and celebrated by all those who learn, teach and visit here.

'Behaviour is good. Pupils enjoy their learning and they want to do well. Pupils enjoy school, are proud of their teachers and say they feel safe.'

Ofsted Report –November 2013

Philosophy and Aims

The aim of Arden Primary School is to give all pupils the skills for living and learning and to involve them in a well-structured, relevant curriculum appropriate to their needs and ability.

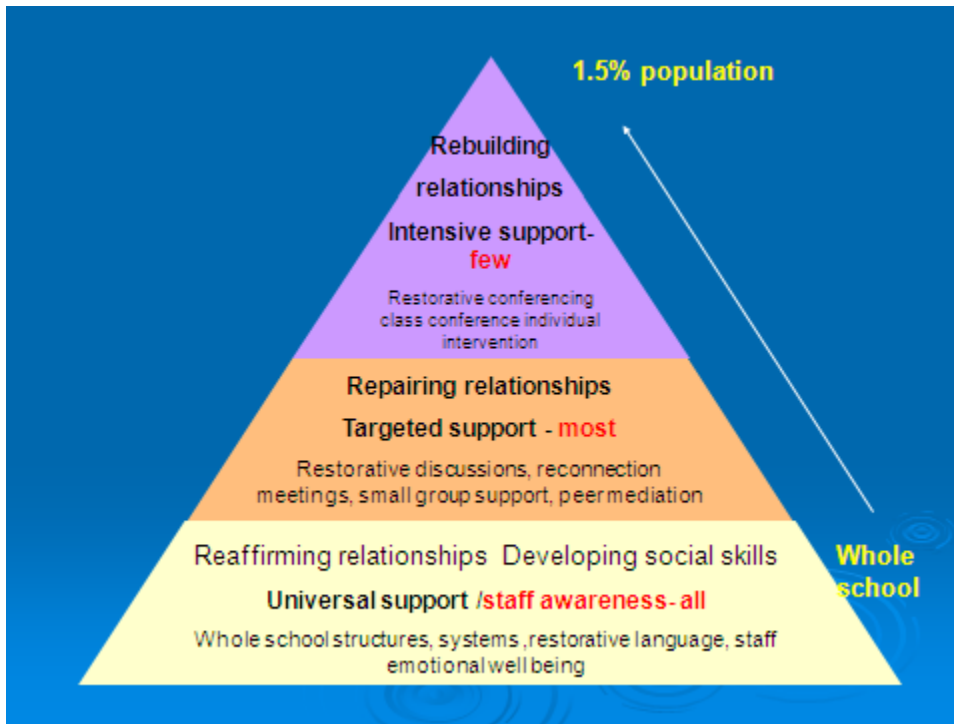
Our behaviour policy is rooted in the belief that all members of the school, regardless of age, race, colour, religion or disability:

- Are of equal value as human beings.
- Have a valuable contribution to make to the life of the school.
- Are responsible for their own actions.

We aim to further an atmosphere of mutual trust and understanding in which meaningful and worthwhile learning can take place. Good behaviour makes effective teaching and learning possible. Poor behaviour disrupts these processes.

We are justifiably proud of the high standards of behaviour throughout the school and we value our partnerships with parents/carers in underpinning the principles in this policy.

The positive approach of praise, encouragement and the raising of self-esteem will form the cornerstone of our restorative approach to managing behaviour and resolving conflict. However, when appropriate, sanctions will be given.



Rules

1. Always treat others, as you would wish to be treated.
2. Do be gentle Do not hurt anybody
3. Do be kind and helpful Do not hurt people's feelings
4. Do work hard Do not waste your or other people's time
5. Do look after property Do not waste or damage things
6. Do listen to people Do not interrupt
7. Do be honest Do not cover up the truth

Each class will work together to create their own class agreements which supports the school rules and Arden motto 'Together We Care' and acrostic (see above)

Rewards

In our school we believe all pupils should be encouraged to do their best and their success will be recognised.

We reward good work and behaviour with:

- ❑ Praise – verbal and written (including Praise Certificates).
- ❑ Stickers - given by staff including Teaching Assistants and Midday Assistants
- ❑ Letters to parents.
- ❑ Display of good work in classroom and around school.
- ❑ Work shown to other members of staff, Team Leaders, Deputy Headteacher, or Headteacher.
- ❑ Certificates.
- ❑ Golden time.
- ❑ Always Badges

Sanctions - Procedures for dealing with poor behaviour

When behaviour problems occur, we always try to listen and endeavour to establish the facts but this is not always an easy matter. Only when we are certain of the facts can we then judge and then we must apply rules firmly and fairly. A restorative approach to resolving conflict will be used.

Restorative Questions

To respond in a conflict situation the following questions will form the basis of the investigation

- What's happened?
- What were you thinking/feeling at that time?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

(Avoiding the "Why?" question)

The following sanctions may be appropriate:

- Verbal reprimand;
- Change of seat;
- Periods of withdrawal to another teacher or team leader;
- Additional work.
- Loss of privileges (membership of a school team, part in a school play or class monitor);
- Restore and Repair;
- Staying in at playtime under teacher supervision;

- Letters or phone calls to parents.

Serious misbehaviour might require the following sanctions:

- Loss of privileges.
- Incident report (available from the Headteacher and when completed placed in the pupil's school file);
- Parental involvement
- Behaviour diary or individual monitoring report
- Exclusion from class
- Exclusion from school

N.B. The Headteacher, Deputy Headteacher or Team Leader must be involved in the application of any of the sanctions for serious misbehaviour and only the Headteacher can decide to exclude a pupil.

Exclusions from class

Repeated poor behaviour may result in a child being excluded from class for a day or more. Before this happens the child's parents/carers will have been consulted. Provision will be made for the child to work on his/her own in another part of the school, supervised by a member of staff. Arrangements will be made for the child to have breaks and lunchtime on their own in order to reinforce the seriousness of this sanction.

Risk assessments for challenging behaviours

The school will consider undertaking risk assessments for pupils with challenging behaviour, in order to minimise risk, protect pupils and staff, and to exercise the school's "Duty of Care".

This will involve assessing the context and probability of risks, and the seriousness of any likely outcomes for pupils and staff. If further action or strategies are identified in the risk assessment process, the school will take action to implement these in order to safeguard pupils and other members of the school community. The Local Authority has issued guidance to Headteachers to assist in this process.

Exclusions from school

A decision to exclude a pupil from school will be taken:

- In response to serious breaches of the school's behaviour policy;
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

Unacceptable behaviour, which might result in exclusion includes:

- Fighting
- Verbal abuse
- Physical violence
- Bullying
- Racism

- Vandalism
- Theft
- Drug related incidents

Arden school takes a very serious view of incidents of this type and in extreme case the Headteacher has the power to exclude for a fix period of time or permanently. For drug related incidents the school will refer to 'The Making It Back Team' and will follow LEA procedures.

Schools have a responsibility to work together to provide full time education for pupils who receive an exclusion of 6 days or longer. This education provision must be off the excluding school's site and at another appropriate place. The excluded pupil will be expected to attend an alternative school which meets his/her needs until the exclusion is ended.

Parental Responsibility

The law states that all parents **must** ensure that their child is properly supervised during the first 5 days of any fixed period exclusion and allows for a parent to be given a Fixed Penalty Notice and fine if their child is found in a public place during school hours without reasonable justification. The Local Authority has prepared a leaflet for all parents which will be issued to parents in the event of an exclusion.

Pastoral Support Plan

If a pupil has persistent behavioural problems that indicate they are in serious risk of exclusion it may be appropriate to implement a Pastoral Support Plan (PSP). The plan will identify causes of concern and what can be reasonably required of the pupil. The involvement of parents is essential if a successful outcome is to be achieved. The PSP will set targets, which are SMART (Specific, Measurable, Achievable, Realistic, Time limited).

Copies of our Behaviour Policy are available from the school office and on the school website.

Adopted November 2015
Review date: November 2017

Appendix 1

Lunchtime Restore and Repair

Restore and Repair sessions takes place each day between 12.30pm and 12.45pm in the designated classroom.

Whilst some serious behaviours warrant an immediate sanction most will justify '3 chances' before a restore and repair session is used. (Please see attached list for guidance).

All staff can place children in a restore and repair session. Midday staff should discuss decisions with the Midday supervisor first. When a child is placed in restore and repair a 'red slip' should be completed with full details of the reason and then it should be handed to the class teacher.

If a member of staff finds a child has already been placed in restore and repair on a particular day they should still complete a red form and send it to the designated room so that the reason for the restore and repair session can be added to the day's comments. In this way a child is not storing up sessions to complete later in the week, but at the same time the patterns of misbehaviour can still be recorded for analysis.

During the R & R session a child should fill in a restorative thought bubble or another appropriate task.

Staff supervise R & R sessions on a rota basis. Children should not sit with their peers and there should be no talking. If a child refuses to come to an R&R session he/she will be given one more chance the next day and if he/she still refuses there will be a one day internal exclusion.

The duty staff member should:-

- 1) Check off the red slips initialling and ticking each one to confirm a child's attendance or otherwise.**
- 2) Note the date and misdemeanour (see codes overleaf) against each child's name on the class lists within the R&R file .**
- 4) At the end of the session the thought bubble sheet should be discussed with the child before being disposed of.**
- 5) The class teacher records the incident on SIMs and contacts the child's parents personally or by phone after school to discuss the reasons for the R&R.**

Each of the R&R codes is linked to Arden's School Rules:

Arden School Rules

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Restore and Repair codes

Rudeness to staff	R
Hurting others	H
Name calling	N
Disrupting the learning of others	D
Damaging Property	P
Not following instructions	I
Hiding the truth	T

Criteria for Restore and Repair

Three Chances-

Children should have clear warnings that they are 'at risk' of a sanction.

Disrupting the learning of others
Throwing equipment in class
Minor aggression in class (poking, name calling)
Leaving the classroom without permission
Not speaking politely
Being out of class in lesson time without a good reason
Eating in class
Being un-cooperative
Disrupting Assemblies (talking/moving around distracting others)
Disputing a staff members decision

Constant talking/inattention
Hiding the truth

Instant Sanction:

Damaging property
Extreme incidents of classroom disruption
Running around school
Leaving the school grounds without permission
Extreme rudeness
Swearing
Fighting
Poor behaviour in cloakrooms/toilets
Discriminatory language or behaviour

Appendix 2



ARDEN'S ALWAYS BADGES

The overwhelming majority of our children at Arden follow our school rules and behave appropriately at break times but also have good behaviours in class.

The Arden Always Badge positively reinforces these behaviours, recognises those children who **always** do the right thing and helps to maintain a culture where following the rules is the norm.

The children in all classes work towards achieving an Always Badge.

Those children who do not move their peg, lose Golden Time or receive any other sanction for forgetting our rules, during the fortnight period, will receive an Always Badge in our whole school assembly.

Of course those children who do not receive an Always Badge will be able to earn one by showing excellent behaviour. In addition, if an Always Badge holder later forgets one of our school rules, they can lose their badge but this can be regained by showing that this was a temporary blip!

We hope that all the children at Arden will strive to achieve an Always Badge and that they will value their badge once it has been achieved.

By doing this together we can ensure that Arden remains a safe and happy place to learn.

Miss N.Haddock
Headteacher

